

| | Prevent | Focus | Priority |
|--|---------|-------|----------|
| DA Requirement | | | |
| The district shall ensure that the administrative team and relevant instructional support staff (coaches) are highly skilled and effective. | X | X | X |
| The school must not employ teachers who are designated less than satisfactory by the teacher evaluation instrument. | X | X | X |
| The school must be fully staffed by the first day of the new school year. | X | X | X |
| The school must ensure that mid-year vacancies are filled. | X | X | X |
| The district must provide a fulltime reading coach, mathematics coach, and science coach to develop and model effective lessons, lead Lesson Study, analyze data, and provide professional development on the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS). | | X | X |
| The district must establish a position to lead the turnaround effort at the district level. The selected employee will report directly to the superintendent and directly supervise principals at the lowest-performing schools. | | X | X |
| The district must prioritize funds to schools for assistance for Level 1 and Level 2 student intervention. | | X | X |
| The district must ensure that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources. | | X | X |
| The district must create a district-based leadership team that includes the superintendent, associate superintendent(s) of curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists in other areas relevant to the school's circumstances, such as assessment, English Language Learners, and gifted learners. | | X | X |
| The district leadership team must develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school. | | X | X |
| The district leadership team must establish mechanisms for Multi-tier System of Supports (MTSS) through district-wide consensus building, infrastructure development, and implementation. | | X | X |
| The district must participate in the FAIR for Levels 1-3 students. | | X | X |

| | Prevent | Focus | Priority | In Place for All Schools |
|---|---------|-------|----------|--------------------------|
| DA Requirement | | | | |
| The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development that helps them to identify and target the needs of subgroups that did not meet AMO targets and to hold rigorous and relevant expectations for all students, and build their capacity to teach all students to be college or career ready | X | X | X | X |
| Teachers assigned to subgroups not making progress towards the AMO goals must be highly qualified and certified in-field. | X | X | X | X |
| - | X | X | X | X |
| The school and district must review performance data to determine the effectiveness of all instructional programs and class offerings. | X | X | X | X |
| All paraprofessionals must be highly qualified. | | X | X | X |
| The district must create and maintain a pool of highly qualified reading, mathematics, and science teachers and instructional coaches to serve in DA schools. | | X | X | X |
| The district must include student achievement in the evaluation process of district administrators who supervise schools and provide performance pay for raising student achievement. The performance pay process must be fair, consistent, transparent, and reliable. | | X | X | X |
| The district must provide teachers with performance pay for raising student achievement. The performance pay system must be fair, consistent, transparent, and reliable. | | X | X | X |
| The district administration must ensure that data chats are conducted between district administration and school administration, school administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments. | | X | X | X |
| The district must provide Supplemental Educational Services (SES) to eligible Level 1 and Level 2 students. | | X | X | X |
| The district must offer a summer professional development academy, which is developed in conjunction with the Department, to school administrators, teachers, and instructional coaches. | | X | X | X |
| The district must provide professional development on Florida's Continuous Improvement Model (FCIM), CCSS/NGSSS, MTSS, Lesson Study, and school grade and student subgroup performance calculations. | | X | X | X |
| The district must provide professional development opportunities for school administrators that target the specific needs of subgroups not making Annual Measurable Objectives (AMO) targets. | | X | X | X |
| The district must provide principals and assistant principals with professional development on monitoring classroom instruction and guiding, supporting, and monitoring the activities of instructional coaches. | | X | X | X |
| The district must ensure real-time access to student achievement data. | | X | X | X |
| The district must prescribe interim (Benchmark baseline and mid-year) assessments in reading, writing, mathematics, and science for Level 1-3 students. | | X | X | X |
| The school must implement district-developed instructional pacing guides that are aligned to the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS) in reading, writing, mathematics, and science. | | X | X | X |
| The district must implement the K-12 Comprehensive Researched-Based Reading Plan. | | X | X | X |
| The district must monitor implementation of FCIM in each school. | | X | X | X |
| The district must ensure the effective use of MTSS to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction at each school. In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR). | | X | X | X |
| The district must conduct a comprehensive instructional monitoring process and monitoring protocol that includes classroom, school leadership team, and school-wide monitoring. | | X | X | X |
| The district leadership team must monitor the implementation of the SIP. The district, in collaboration with the school leadership team, must monitor implementation of the SIP. | | X | X | X |